

11-1-2017

## Meeting Minutes from rFLA Open Forum November 1, 2017

Rollins College Student Government Association

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### Recommended Citation

Rollins College Student Government Association, "Meeting Minutes from rFLA Open Forum November 1, 2017" (2017). *SGA Meeting Minutes*. 104.  
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# November 1, 2017 rFLA 2.0 Open Forum

Wednesday, November 1, 2017

6:56 PM

- I. Call to Order
- II. Roll Call
- III. Approval of Minutes
  - a. Week of 10/18
    - i. Approved
  - b. Week of 10/25
    - i. Approved
- IV. Open Forum on rFLA 2.0
  - a. Introduction by Andrew Phillips
  - b. Panel
    - i. Todd French
    - ii. Emily Russell
    - iii. Lucy Littler
    - iv. Robert Vander Poppen
    - v. Josh Armond
  - c. ER - Want students to be able to articulate experience to potential employers
  - d. Imagine question from interviewer
    - i. How does your experience prepare you for your job afterwards
      - 1) Made my world bigger, as comp. science major, I never would have been exposed to lib arts fields
      - 2) Classes I never would have taken, either above or below me, things I never would have learned if I hadn't been forced
      - 3) Students at large state universities would be on singular path and wouldn't have broad experience path
    - ii. Have already made some changes in rFLA program between incarnations, and will continue to make changes
      - 1) Current senior, junior 1.0
      - 2) Sophomore, freshmen 1.5

Through trial and error, we've found ways to improve program

- Honors students are in a separate track and rFLA is a little more tricky

Transition motivated by desire to create more intentional/cohesive educational experience

- Rather than just check off a course as a requirement, trying to create program with meaningful connections
- Attempting to build intentional skill sets
  - o What best practices are other programs using?
  - o Content
  - o Capstone forces student to evaluate/reflected how courses have impacted their education

Students feel that they're being forced to take courses not related to major especially in comparison to old alphabet system

- Only 30% of people in career are in field related to what they studied in college
  - o Attempting to deliver a competitive advantage over a more linear program

Suggestion: rFLA be upsold to students while in the program so they understand the value at the time

Peer mentor evaluations might be utilized to promote program and goals

WHAT IS THE VALUE OF A LIBERAL ARTS EDUCATION? Key question that all students should be able to answer

CAPSTONE - Will there be a standard in capstone program to encourage consistency?

- Current and ongoing conversation about Capstone
  - o Leave open for growth
  - o Potentially showcase will be a part of capstone
  - o Capstone can help contextualize value of liberal art education
- Based on student feedback, effective syllabus' can be used widely as best practice
- Career Development
  - Resume
    - o 2 credit course on resume
    - o Major applied project
    - o Currently in early stage of health and wellness course
      - Working on "adulting" skills
  - Disciplinary specific approaches are more effective than generic ones
    - o May be more effective within major
  - Looking how to integrate "nuts and bolts" earlier into the program
  - Interdisciplinary reflection on learning experience and possible outcomes
- Diversity of Courses
  - rFLA (workload not in-class) taking up so much time - much more than a "supplementary class"
  - Lowest grades in rFLA
- Within science courses, not a consistent lab component
  - Already responded to particular concern
- Is there a specific training for rFLA faculty
  - Don't necessarily want a course to "snap to a grid", if a course is really an outlier, that can be addressed individually with relevant faculty
  - Some recognition of coherence between details
    - o Outside reviews
    - o Conversations regarding effectiveness and consistency
  - Already meeting and discussing best practices

Being part of conversations and discussions about rFLA, has been very helpful.

- Not all students are utilizing critical thinking

Acknowledging mistakes within path might cause GPA to suffer

- Are there any ways to combat early mistakes made?
  - o What are challenges endemic across the system?
    - Re: GPA - some of it is a challenge of higher education
    - There are some majors that are easier, some are more difficult
  - o Conversations w/ faculty about what different levels of courses should involve

Professors may not have applied subject in intro classes why it would matter?

- May need to explain outside context or specialty why something would matter

Should supplementary courses not be harder than the major?

- Part of danger of rhetoric is an unrealistic view of the real world. We are trying to deliver an education that best prepares students for world

What kind of guidelines & trainings about when professors are paired up?

- Complicated, some are specific with program

How is rFLA program communicated to advisors?

- Going to great lengths to train faculty and staff advisors about rFLA
  - o More robust version of Degreeworks
  - o Process is being rolled out
- As we move forward and advisors become more experienced, advising should get better

Is there opportunity to expand rFLA to transfer students who might not get the same complete plan/exposure?

Why do some courses have an additional fee?

- Simplified/consistency for necessary materials
- Part of advantage of rFLA is being able to track developmental progress

Fees for classes - why not incorporated into tuition?

- Part of larger challenge of college & expenses
- Using up consumables
  - Plenty of factors going into that

Is there a set standard way of expressing the 'why' of a liberal arts education?

- Student's don't always read their emails
- Individual emails versus Regroup
  - Oversaturation/apathy towards emails

How do we engage majors differently than those taking course as supplementary?

Trying to bring people together and standardize practices but it's difficult to bring 180 faculty members together

GPA for alphabet system vs. rFLA

Dr. Russell will follow up

Skeptical about a poor grade in a necessary/forced course

- There's also a difference between being not being good at something and not being interested in something
- Has the loss of choice had an impact?

## rFLA 2.0

1. 1 Course outside of Neighborhood System
  - a. Allowed courses outside system would be limited and approved by curriculum committee
    - i. Would satisfy a requirement for rFLA
  - b. Ethical Reasoning Competency

Vote On November 19

- # of neighborhoods
- Themes
  - o Spring

All effective Summer 2018 - would have to do them all

Opt in 1.0/1.5/2.0

Session Adjourned at 8:32PM